Department of Higher Education State of Colorado

Institutional Review

CONSULTANT(S) REVIEW OF PROPOSAL

Institute of Logistical Managment

Summary of Strengths & Weaknesses

INSTITUTIONAL PROFILE

The Institute of Logistical Management (ILM), founded in 1923, has many years of experience in providing a certificate program in logistics. ILM is proposing two graduate online programs, an MBA and an MSIT, to be administered from Colorado. Its accrediting agency, the Distance Training and Education Council, has suggested that it begin with the MBA degree with a concentration in logistics, and wait to add the others until the MBA is approved and operational for some time. ILM has decided to follow the suggestion.

MISSION/PURPOSE AND OBJECTIVES/GOALS

Strengths:

• The mission statement is complete and contains both a vision statement and the process for measuring the college's attainment of its mission.

Weaknesses:

- The mission statements in the graduate catalog, in the Faculty Handbook, and in the February 1, 2013 letter to Heather Delange are all somewhat different.
- The mission does not contain "a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado's broader higher education community," as required by Colorado regulations.

ILM Comments:

We agree with the reviewers that the mission of an organization is an essential key in aligning its activities, measuring its effectiveness, ensuring organizational alignment, and defining its reason for existence. We have carefully reviewed the comments provided in this review, and have made the following changes to the ILM mission statement as aligned to Colorado regulation. We do note that as we continue through the review and approval processes, additional clarifications may be requested by accreditation reviewers. If additional nuances are added to or taken away from the ILM mission statement as part of the broader review processes, we will notify CDHE upon final approvals prior to program implementation.

The reviewers commented that Colorado regulations require several components to a school's mission statement identified as:

- Part A: "a brief description of the educational programs to be offered and their purposes"
- Part B: "the students for which the programs are intended and the geographical or demographic area served by the institution"
- Part C: "a description of how the institution relates to Colorado's broader higher education community"

While we believe each of those elements was present in the provided mission statement, we agree that some of the relationships were more abstract than literal. We agree that in some subsequent materials where the mission statement was paraphrased instead of provided in quotations it could be possible to derive slight differences in its interpretation concerning scope and breadth. While these differences were nuanced, they still could provide for confusion and we agree that it is more prudent and responsible to avoid possible confusion concerning ILM's mission.

To address this, we have implemented an institutional policy to represent the school's mission statement as a quotation in all publications and not to paraphrase it or provide other non-literal representations.

ILM conducted research on the two premier Colorado higher education institutions, Colorado State University, and the University of Colorado, to examine appropriate mission statement examples meeting the above provided criteria.

- University of Colorado lists their mission as: "The University of Colorado is a public research university with multiple campuses serving Colorado, the nation and the world through leadership in high-quality education and professional training, public service, advancing research and knowledge, and state-of-the-art health care." 1
- Colorado State University lists their mission as: "Inspired by its land-grant heritage,
 CSU is committed to excellence, setting the standard for public research universities
 in teaching, research, service and extension for the benefit of the citizens of
 Colorado, the United States and the world."2

After careful analysis of the above approved Colorado institutional mission statements, provided CDHE requirements, and examination of current and future ILM goals, we have adopted the following as the modified mission statement as part of this proposal, so to meet all elements of the Colorado regulation:

 "The Institute of Logistical Management is a private institution with administrative offices in New Jersey and Colorado, serving adult learners anywhere in the world by providing high quality low cost at-a-distance education programs in business, technology, and logistical management."

¹ https://www.cu.edu/content/missionandguidingprinciplesuniversitycolorado Accessed 4/15/2013

² http://www.colostate.edu/mission.aspx Accessed 4/15/2013

ACCREDITATION / AUTHORIZATIONS and APPROVALS

Strengths:

 ILM has been accredited since 2001 by the Distance Education and Training Council (DETC), an accrediting agency recognized by the U.S. Department of Education.

Weaknesses:

The DETC accreditation covers only the 12 courses in the certificate program, none
of which will be included in the new program.

ILM Comments:

ILM has been accredited since 2001 and has undergone several accreditation visits, receiving accreditation for a full five year term, the most DETC is able to provide, after all evaluations. This demonstrates that ILM has a strong working knowledge of the significances of accreditation in education and that ILM and staff see the value in both the letter and the spirit of operating as an accredited institution.

The nature of a successful institution is to monitor the needs of its students and alumni and to address additional education requirements within its community, when necessary, for the betterment of all involved. To that end, often growth of the organization and expansion of the programs offered is the best and most practical means to address these newly identified requirements.

We find the accreditation record, operating history, and desire to seek additional approvals as institutional strengths, where we can draw upon existing knowledge and practices to broaden ILM support of adults working within logistically supported markets.

INSTITUTIONAL ORGANIZATION / GOVERNANCE STRUCTURES

Strengths:

The institution provided an organizational chart for its proposed Colorado campus.
 Positions were listed, but no staff names were provided, since none have been hired yet. The organizational chart is typical of those found at similar institutions.

Weaknesses:

 Since the institution has decided to limit its Colorado offering to only one MBA program with a concentration in logistics, it needs to provide an updated organizational chart that takes its limited initial offering into account.

ILM Comment:

ILM agrees with the reviewers that a slightly modified organization structure is required per the structural changes to the proposed Colorado offerings and to address the additional comments from the CDHE review. We do note that as we continue through the review and approval processes, additional changes to the Colorado based organizational structure may be requested by accreditation reviewers. If additional positions are added, modified, or removed from the ILM Colorado location as part of the broader review processes, we will notify CDHE upon final approvals prior to program implementation as requested.

After careful review of the provided comments, ILM has made the following changes to the Colorado organizational structure as described below and as represented in the attachment "A2 – UPDATED ILM Organizational Chart".

- 1. Currently this position is titled "VP of New Projects". Upon initial Colorado launch, this position will take on the title of "Chief Academic Officer".
- 2. With the reduction to one program, the Student Services positions have been reduced to one instead of two, and this positions job description has been expanded to provide faculty services.
- 3. The Colorado role mentioned in #1 above will permanently assume the responsibilities of the Chief Academic Officer, and the prior CAO position will be split into two full-time faculty positions.
- 4. A new part-time librarian role had been added to address library resources and services for students and faculty.
- 5. A new part-time student research assistant position has been added to provide requested assistance and guidance to students concerning how to conduct research, provide assistance with APA formatting, and provide guidance with the overall graduate research writing process. As ILM grows, this will evolve into a high quality writing center as a future resource for ILM students.

To address the startup costs of these new positions, the owners' equity amount in the business plan has been increased from \$50,000 to \$75,000 to fund initial operations. Colorado positions will be hired after all approvals are gained but prior to the new program launch. Names for those positions will be provided to CDHE prior to program launch as requested.

LIBRARY RESOURCES AND SERVICES

Strengths:

ILM is aware of the need for electronic resources to support an online program.

- The resources proposed by ILM for the program are those available through LIRN. LIRN is not an online academic library; it is a cooperative that provides institutions with a number of databases at a low negotiated price. The proposal does not indicate which databases will be purchased. One important business database, ProQuest's ABI Inform, is available as an optional module. The more highly regarded one, EBSCO's Business Source Premier, is not. Any MBA program should provide both, as well as the Wall Street Journal. While information technology is covered to a slight degree in the business literature, there are no IT resources available through LIRN.
- Given that the proposed programs require the completion of a capstone/thesis at
 a graduate level, the suggested resources are inadequate. Moreover, there is no
 indication of a plan to provide students with materials not available through local
 resources (interlibrary loan or document delivery).

ILM Comments:

ILM is committed to providing faculty and students with all of the resources they need to be successful. We agree with the reviewer that library resources play an integral role in supporting student success in any academic environment, and especially in an MBA program.

Through thoughtful research and analysis by ILM faculty and the curriculum review committee, we concluded that the LIRN subscription provides students and faculty access to appropriate and adequate resource databases to be successful in the proposed program, with the primary databases accessed expected to be ProQuest, InfoTrac, and eLibrary. However, we agree we did not provide sufficient visibility to the reviewer concerning internal procedures and library/faculty support process to address deficiencies in library offerings on an ongoing bases. The ILM academic structure and process are to work with faculty and curriculum designers to identify necessary learning resources, provide these resources to faculty, who then consider and make appropriate assignments to students, guiding their research and usage of the library resources.

The reviewer identified that the subscription level to EBSCO within LIRN is one level below the suggested level of "Premier", with the primary difference being the student access to a wider range of resources and a wider range of full-text articles than the LIRN version which provides these resources only in abstract form. The reviewer noted that an MBA program should have access to the Wall Street Journal, which is provided through the LIRN subscription via the eLibrary database.

We have carefully considered the reviewers comments, and have made a significant change to address the weaknesses noted above, we have created a new role to support faculty and course developers in assessing library needs, and to ensure ILM provides all necessary library resources and services to faculty and students. This new position, identified on the provided updated organizational chart, will work closely with the CAO, full time faculty, and ILM students to ensure needs are identified and addressed. This position will also provide a single point of coordination to assist students with materials not available through local resources (interlibrary loan or document delivery).

This new position will further serve as the coordination point to assist students in getting access to the EBSCO's Business Source Premier Databases when deemed required by faculty and guided by instructional content, working with students to secure free access which is often available through a local library resource, and/or assisting in the price negotiations for ILM to acquire licensed pay-per-usage access for students as necessary per faculty and instructional requirements.

FACULTY

Strengths:

- The credentials of many of the listed graduate faculty are impressive.
- Faculty have input into the shaping of the curriculum.

- Five of the eleven identified graduate faculty do not hold terminal degrees, as required by DETC: Robert Schirmer (MBA), Leon Cohan (B.S.), Ken Ackerman (MBA), Frank Breslin (MBA) and Brent Primus (no data sheet). Unlike the MFA degree, the MBA degree is not considered a terminal degree, inasmuch as numerous colleges offer either a Ph.D. or DBA degree in business.
- The proposed teaching/advising/research load for the graduate faculty is not identified.
- The Faculty Handbook is missing important information, including FERPA requirements and an appeal process for faculty. Discussions of policies in the Handbook do not distinguish between adjunct and fulltime faculty.
- The faculty grievance policy appears to deal only with student grievances against the faculty. The student services coordinator and a student are inappropriate choices to hear a grievance on the part of a faculty member against the administration.
- It is not clear if faculty can participate in faculty committees remotely. If not, many remotely based faculty may be unable to participate.
- It is not clear if fulltime faculty members are also independent contractors. If they
 cannot accept outside employment without permission, the IRS may not consider
 them to be independent contractors.
- The Handbook specifies that every student assignment is to show evidence of correct spelling, grammar, and sentence structure. However, sprinkled throughout the Handbook and the Catalog are instances of incorrect capitalization and sentence structure.
- The organization chart does not show a fulltime faculty member responsible for the proposed program, particularly needed in the light of the reliance on part-time distance instructors.

ILM agrees with the reviewers that faculty are the heart of a successful academic program, and shares in the reviewers comments concerning the process ILM is going through, and how ILM must attain approvals prior to employing new faculty for the proposed Colorado program. ILM agrees with the reviewers that it would not be responsible to recruit additional faculty under the promises of employment for Colorado based programs that we are not yet approved to provide to students.

In support of the reviewers comments, ILM has added a FERPA section and an updated faculty focused grievance process to the Faculty Handbook and included the updated handbook as attachment 14.01-C.6a UPDATE Faculty Handbook.docx

Faculty proposed teaching/advising loads are identified on page 14 of the faculty handbook. ILM does not represent itself, nor desires to be, a research focused institution. Instead, ILM's focus is on teaching and curriculum excellence. Good representations of success to this approach follows in ILM receiving national recognition for logistical

education, listed with some of the better schools in the country for this type of education including Michigan State University, Arizona State University, Purdue University, and many others.³ ILM faculty focus on providing student instruction, advising students concerning course assignments and research, and monitoring, improving, and approving ILM course content.

To provide clarification in support of the reviewers comments for the academic positions identified on page 14, we have added clarification in the position title to identify which roles are considered adjunct (part-time), which is compensated as 1099 contract labor, and which positions are W-2, classified as employees. ILM has also added two fulltime faculty to the Colorado organization as discussed in a prior section. These two faculty, depending on credentials, location, and abilities, will carry the titles of either Full Professor or Professor in Residence, with the associated responsibilities and teaching loads as identified in the handbook. ILM will notify CDHE prior to program implementation as requested, concerning the names and credentials of all faculty selected.

As a distance based education provider, all faculty and staff can participate in meetings and on appropriate committees from a distance.

STUDENTS SUPPORT SERVICES

Strengths:

• The founders state that they will add appropriate student support services as students enroll.

Weaknesses:

- While there is a listing of the ethical requirements for admission counselors, the number and purpose of admission counselors are not discussed.
- The catalog appears to also serve as the Student Handbook, but it does not discuss financial aid, academic advising, technical support, or career services.
- The catalog does not include the address for the Department of Higher Education,
 Degree Authorization Act Officer, for complaints.

The Student Services & Registrar roles at ILM perform admissions counseling for all matriculating students. ILM does not use dedicated admissions counselors as we do not subscribe to an outbound marketing model. ILM is closely tied to the broad international supply chain and logistical management industries and is extremely well know within those circles making outbound marketing services unnecessary.

In support of the reviewers' comments, a Career Services, Academic Advising, and Technical Support function have been added to the Student Services role; a description of ILM Career Services, Academic Advising, and Student Services has been added to the graduate catalog, and CDHE contact information for complaints has been added to the catalog (provided as attachment 14.01-C.8-UPDATE..).

³ http://www.inboundlogistics.com/cms/article/back-to-school-start-your-search-here/ Accessed April 16, 2013

As noted, the ILM Registrar and ILM Student Services roles share many of the same responsibilities, and ILM has a policy to add Student Services positions to maintain a ratio of roughly one Registrar/Student Services FTE per every 100 students enrolled fulltime, or every 200 students enrolled part-time, or whatever combination mix of fulltime and part-time students equal this volume of students.

ILM has also added a Student Research Assistant role to the organization to help address student inquiries concerning how to conduct graduate level research, APA formatting, and general graduate level research writing. This new role serves as a mentor, upon request, to address specific student questions. This role does not assist students in performing research, only provides guidance to students on how to conduct research.

DEGREES/ACADEMIC PROGRAMS/GENERAL EDUCATION

Strengths:

• The course syllabi submitted were comprehensive and well-written and should provide students with all the information they need to succeed in each course.

- Page 15 of the graduate catalog states that the MBA program "prepares students to fill business leadership roles as senior managers in large corporate environments." No documentation is provided to show that new MBA graduates are prepared to fill senior management roles.
- No graduate marketing course is required for the MBA in numerous of the concentrations. Thus, students can graduate with an MBA degree that includes no marketing education. This is not equivalent to similar MBA programs offered at other institutions.
- The MBA program with a concentration in logistics, which will be the only program of study offered initially, does not contain a single required logistics course.
- BUS720 International Economics states that students must have a "basic understanding of economic concepts." Yet, economics is not one of the undergraduate courses stated in the admissions requirements as needed for admission.
- Similarly, FIN720 Corporate Financial Modeling states that students should enter the course with Microsoft Excel skills; yet, this requirement is not listed in the admissions criteria.
- Only two graduate courses (PM710 Advanced Project Management and the capstone course) have any graduate prerequisites. Thus, students can take, for example, MIS720 Systems Analysis & Design before taking the introductory MIS700 Management Information Systems course. Or students can take MIS730 Corporate Computer Security before taking any other MIS courses.

Thus, the system of prerequisites does not ensure proper qualifications of students in any class or provide an increasing level of difficulty as the student progresses.

We have carefully considered the reviewers comments and agree with the spirit of the comments provided. There are some clarifications we will provide as necessary to the comments as the proposed MBA program has been consolidated and expanded as part of ongoing review processes. Provided here in the attached catalog is the current proposed program. We do note that as we continue through the review and approval processes, additional clarifications or updates may be requested by accreditation reviewers. If additional changes are made to meet accreditation requirements to the proposed program as part of the broader ongoing review processes, we will notify CDHE upon final approvals prior to program implementation.

In specific reference to the provided comments, program updates and clarifications include:

- The term 'senior' has been removed from the program description.
- Program prerequisites have been more clearly defined and consolidated as program entry criteria in the catalog in the 'Admission Requirements' section (please see attached catalog for details to extensive to list here, Admission Requirements start on page 7).
- Prerequisites have been added to each course description in the catalog.
- With the consolidated program offerings, FIN720 has been removed from the current curriculum.
- The marketing course is required for the single proposed MBA degree.
- Several supply chain and logistical management course are required for the proposed single MBA degree program.
- Course titles and descriptions have been improved to more accurately reflect course content and compare to analogous programs from other appropriately accredited schools.
- NOTE: ILM MBA courses must be taken in the sequence listed, this has been updated in the catalog to provide more clarity to both sequence and prerequisite.

ADMINISTRATIVE SERVICES / ADMISSION POLICIES

Strengths:

- The catalog lists admissions requirements.
- A list of required ethical behaviors of student recruiters is in the catalog.
- Total cost of a degree is given. The cost of a degree is lower than other similar programs.

- Admissions requirements in the graduate catalog state that a student "should" have prior academic work in the major business disciplines or five years of relevant demonstrated professional experiences.
- Page 8 of the graduate catalog lists the disciplines that students should have completed for admission—either through undergraduate course work or through work experience. Basic knowledge of economics is not included.

We have carefully considered and agree with the reviewer's comments, which also link to other comments found in other sections, and have made the following adjustments to bring ILM administrative policies into CDHE compliance.

- Terminology like 'should' has been changed to 'must'.
- In consolidating course prerequisites into clearly listed program prerequisites, a clearer list of requirements, including economics, has been added (Starting on page 7 of the catalog).

ASSESSMENT/EVALUATION

Strengths:

• The New Jersey campus currently submits an annual assessment plan and outcomes to its accrediting agency.

Weaknesses:

- It is not clear in the catalog if students are responsible for finding a proctor or if the institution is.
- The appeal process as described in the catalog does not state to whom the student is to direct the appeal.
- The catalog does not state to whom a student is to address a request to withhold disclosure.
- There was no indication of whose responsibility institutional assessment might be.
- The assessment plan as submitted rates its student satisfaction highly, even though it is based on less than a 15% response rate to its surveys.

After careful consideration of the provided comments, a new proctor section has been added to the catalog that details proctor selection and requirements that starts on page 12.

As identified in the catalog, the appeals process, as a final step (step 6), is to be made to the institution president as noted starting on page 14. The institution president is currently Jay Brennan.

As identified in the catalog, a student is directed to the ILM Registrar to request to withhold discloser of information deemed to be in the public domain as noted starting on page 15.

Historically in New Jersey the responsibility for institutional assessment has rested with the ILM Dean of Vocational Programs. In the Colorado office this is the responsibility of the Chief Academic Officer. After all operating approvals are received and the Colorado

office is fully operational, this responsibility will consolidate for the entire institution from the Colorado location.

ILM has implemented a course development policy to include a link to the student satisfaction survey as the final activity for students to complete in each course. This policy will raise the student response participation rate, which will in turn provide a more accurate assessment of student satisfaction.

BUDGET/FINANCIAL PLAN

Strengths:

• A 3-year financial plan was presented.

Weaknesses:

- The financial plan includes only \$5000 for marketing to yield 100 students for the first year. This may be insufficient.
- No admissions counselors are budgeted for the first year.
- The financial materials provided were the result of an accounting review, rather than an audit. Typically institutions that receive federal funding, including student loans, require an audit rather than a review.
- There was no needs assessment. The founders have not indicated a need for their program. In a time when enrollments at for-profit schools are dropping, the founders have not indicated where they will draw prospective students.

ILM has been systematically participating in and monitoring the supply chain and logistical management fields for dozens of years. This includes a variety of research activities, panel discussions, consulting engagements, and other proactive undertakings, engaging leaders and organizations throughout the world to understand current and developing industry needs. Through this syntopical and systemic analysis, ILM has concluded that there is a growing demand for high quality, low cost, and extremely flexible graduate level offerings in this field, and will draw students from these existing relationships. While there are currently a variety of programs offered in this space from institutions with a diversity of tax statuses, those programs are all generally offered at high multiples of the tuition levels the ILM program will be offered at, thus creating a market for the ILM program to help address this growing demand.

As explained prior ILM's business model does not use dedicated admissions councilors, and instead has those activities covered from an inbound perspective by Student Services and Registrar personnel.

In its over 90 year history, ILM has never participated in the Federal Student Loan program, and ILM has no intention of applying to participate in this program. While we agree with the reviewer that institutions that receive federal funding, including student loans, require an audit rather than a review, ILM is not one of those institutions and has no plans to apply to be under any contemplated operating scenario.

INSTITUTIONAL RECOMMENDATIONS

Recommendations are binding items in the Consultants' Report. During the program review process, the review team members noted changes that they believe are necessary to bring the institution into compliance with the CCHE Degree Authorization Act. A written response to each of the recommendations is required.

- Develop one mission statement that is consistent across all institutional publications.
 This mission should contain "a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado's broader higher education community."
 - a. Response: Agree, please see our detailed response above.
- 2. Submit an organizational chart that will be in effect at the time the institution commences operations in Colorado.
 - a. **Response**: Agree, please see attachment: "A2 UPDATED ILM organizational Chart.pptx"
- Include as a required part of the curriculum for the MBA degree with a logistics concentration at least one or two logistics courses—such as Supply Chain Management, Logistics Systems Management, or Distribution and Materials Management.
 - a. **Response**: Agree, please see attachment: "14.01-C.8-UPDATE ILM Graduate Catalog.docx"
- 4. Following state approval, provide documentation that DETC has approved the new master's program. This documentation must be provided before classes begin.
 - a. Response: Agree.
- 5. In order that the proposed curriculum match that of other recognized schools, these changes should be made:
 - a. Require a graduate marketing course in the MBA in all concentrations.
 - b. As part of the admissions requirements, require that students have a basic knowledge of economics—either through undergraduate course work or through documented work experience.
 - c. Review graduate course prerequisites (presently, only two courses have any graduate prerequisites) to ensure proper qualifications of students in any class and to provide an increasing level of difficulty as the student progresses.

- d. **Response**: Agree, please see attachment: "14.01-C.8-UPDATE ILM Graduate Catalog.docx"
- 6. On page 7 of the graduate catalog, under Admissions Requirements, change "students should have prior academic work" to "students must have prior academic work."
 - a. Response: Agree, change made.
- 7. On page 15 of the catalog, either provide documentation that the MBA program prepares new MBA graduates for "senior" management roles—or delete the statement.
 - a. Response: Agree, term removed.
- 8. Either delete "Microsoft Excel skills" as a prerequisite for FIN720 Corporate Financial Modeling—or add it to the admissions requirements.
 - Response: Agree, however course was removed when the program was consolidated.
- 9. In the catalog, clarify whose responsibility it is to find a proctor (p. 12), to whom a student should address an appeal (p. 13), and to whom a student is to address a request to withhold disclosure (p. 15).
 - a. **Response**: Agree, please see attachment: "14.01-C.8-UPDATE ILM Graduate Catalog.docx"
- 10. Create a student handbook with information on financial aid, technical support, academic advising, and career services, or add this information to the catalog.
 - a. **Response**: Agree, please see attachment: "14.01-C.8-UPDATE ILM Graduate Catalog.docx"
- 11. In the Faculty Handbook, provide a description of the grievance policy for faculty.
 - a. **Response**: Agree, please see attachment: "14.01-C.6a UPDATE Faculty Handbook.docx"
- 12. Identify the exact library databases that the Institute will be purchasing and indicate how they will be made available through the learning management system.
 - a. Response: Agree, please see our detailed response above.
- 13. Indicate who will be responsible for selecting online library resources, seeing that they are organized, and preparing instructions for their use.
 - a. **Response**: Agree, please see our detailed response above. A new role has been added as described.

- 14. Before the beginning of the first semester, submit to the Department of Higher Education a list of faculty and their credentials.
 - a. Response: Agree.
- 15. At the end of the first year of classes, submit to the Department of Higher Education the student services provided and the names and credentials of those hired to provide them.
 - a. Response: Agree.
- 16. At the end of the first year of classes, submit to the Department of Higher Education a financial report, indicating expenses and income for the year.
 - a. Response: Agree.

INSTITUTIONAL SUGGESTIONS

Suggestions are non-binding items in the Consultants' Report. During the program review process, the review team members noted changes that they believe would enhance or improve the institution or the program. The team's suggestions are presented below. Although these suggested changes are not necessary to bring the program into compliance with the CCHE Degree Authorization Act, the institution is encouraged to discuss the suggestions with relevant stakeholders and implement them where appropriate. A written response to the suggestions is not required.

- 1. Edit institutional publications to ensure that they are written with correct capitalization and sentence structure.
 - a. Response: Agree.
- 2. Identify the teaching/advising/research loads for full-time and part-time faculty members.
 - a. Response: Agree, please see our detailed response above.
- 3. Investigate the need for a full audit should the institution accept federal funding.
 - a. **Agree but with Clarification**: We do not plan to build a business model around participation in Federal Student Aid programs.
- 4. Investigate ways to ensure a higher rate of response on student surveys.
 - a. Response: Agree, please see our detailed response above.
- Clarify in the Faculty Handbook which policies apply to all faculty and which apply only to fulltime. If policies apply to adjunct faculty, then it should be so stated.

- a. **Response**: Agree, please see attachment: "14.01-C.6a UPDATE Faculty Handbook.docx"
- **6.** Clarify in the Faculty Handbook whether or not faculty members are able to participate remotely in faculty meetings.
 - a. **Response**: Agree, please see attachment: "14.01-C.6a UPDATE Faculty Handbook.docx"

Consultants:

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